

SURVEY OF DISTANCE EDUCATION IN THE REPUBLIC OF KOREA

COUNTRY PROFILE

Korea occupies a peninsula extending south from the northeastern corner of the Asian continent. The total land area of approximately 220,000 sq. km. is politically divided between north and south in the ratio of about 6:5. The southern part constitutes *The Republic of Korea*. The Republic of Korea is a constitutional republic, in which voting rights are vested in all citizens over the age of 20. The executive, the legislative and the judiciary constitute the three branches of government under the President. The legislature is unicameral and the judiciary is made up of the Lower Court, the Court of Appeal and the Supreme Court. The nation is divided into 15 administrative units--one Special City, five Municipalities and nine Provinces.

Economy, Population and Demography:

One of the most developed market economy nations in Asia. A few decades ago, the Republic of Korea was an agrarian society, poor in natural resources. After the successive implementation of Five Year Economic Development Plans since the 1960's, the nation's economy has achieved very rapid and remarkable growth; transforming the country from a largely agricultural economy to a newly industrialized one. In 1990, the per capita income was US\$5,340 with the volume of trade amounting to US\$1,125 billion, ranking 10th in the world. Korea's main industrialized products are cement, steel, ship building, automobiles, and machinery.

The population in the Republic of Korea is about 43.7 million; nearly one fourth (10.3 million) live in and around the capital city of Seoul. By virtue of lengthened life expectancy and the sustained implementation of the family planning movement, the annual growth rate declined to 1.0 percent in 1990. Population density is one of the world highest, accommodating 430 per sq.km.

Language of Instruction:

Korean. In some school texts, however, Chinese characters are also used along with Korean in order to clarify the meaning of words. Starting in middle school, English is introduced as a major second language. In high school, students can choose one more foreign language as the selective second language from German, French, Spanish, Modern Chinese and Japanese.

Educational System: The education system is 6-3-3-4: six-year elementary education; six-year secondary education (3 years for middle school, and 3 years for general academic high schools or vocational high schools); and four-year or more higher education. Besides elementary and secondary schools, other educational institutions are in the form of Colleges and Universities; Teachers Colleges, and Colleges of Education; Junior Vocational Colleges, Air & Correspondence University and Open Polytechnic; Air and Correspondence High Schools; Trade Schools and Trade High Schools; Civic Schools and Civic High Schools; Special Schools for the Handicapped; Kindergartens; and Miscellaneous Schools. Pre-school education and adult education which are much more diverse and flexible in nature are integral parts of the nation's educational system according to the Constitutional mandate on the promotion of life-long education. Out of the total 1990 national budget of 22,689 million *Won* (US\$31.5 billion), the education budget was 5,062 billion, (US\$7.0 billion) 83% of which was allocated for compulsory education.

Communication Infra-structure: The Republic of Korea has a complete communication and telecommunication infrastructure.

OVERVIEW OF DISTANCE EDUCATION:

Some form of distance education in Korea began three centuries ago when a scholar, Sung-Ho Lee (1681-1763) initiated a system of correspondence courses by sending woodcut textbooks regularly to young people in local communities. In the early 1920's through the 1940's, during the days of Japanese occupation of Korea, many Koreans benefitted from subscribing to the corresponding lecture series of secondary and college levels published by private universities both in Japan and Korea.

Factors Leading to Establishment of Distance Education Programmes:

Distance education in Korea first was conceived as a new educational avenue for the growing population of secondary school graduates and as part of the concept of lifelong education responding to the educational needs of all citizens at any point in their lifetime. As the standard of living has improved, adults have increasingly sought further education as one of the means of learning to cope with the alterations they encounter in this rapidly changing environment for enriching their life, improving their working status, or fulfilling a strong desire to resume their interrupted schooling. Distance education has been conceived as a major element of response to this demand. At the same time, distance education constitutes a new, cost-effective alternative for the ascending numbers of secondary school graduates who are denied access to conventional universities because of their failure to pass the entrance examination and the limited capacity of these conventional universities to accommodate the students.

<i>Year of Establishment:</i>	Although distance education in Korea began centuries ago, the more complete form of distance education was started in 1972 by the establishment of Korea Air and Correspondence University (KACU) first as a branch school of Seoul University offering two-year junior courses in five departments, and since elevated to the status of an independent national university with nine departments. Meanwhile, in 1974, Air and Correspondence High Schools were established.
<i>Media for Distance Education:</i>	Media employed in Korea, particularly at the KACU are (1) printed materials--correspondence textbooks, supplementary reading materials, and the University newspaper; (2) radio and television broadcasts of lectures; (3) AV media--recorded audio and video cassettes; (4) regional and local study centers for schooling, counselling and general guidance, and (5) Computer-mediated Communication system at limited level.
<i>Sources of Financial Supports:</i>	Sources of financial support are from the government (38% in 1993), and from the distance education institution's revenues from student fees (62% in 1993). The KACU, for example, spent about 19.7 billion Won (approximately US\$40 million) in 1993 for its total operation.
<i>Trends of Development in Distance Education:</i>	In general distance education in Korea is expanding, as evidenced from the final recommendations of the Presidential Commission for Educational Reform which made a specific reference to the promotion of the distance education system as an integral part of the nation's 10 priority educational policies in encouraging people's lifelong learning practice, stressing and highlighting three points: (1) to vitalize the lifelong learning function of schools by opening their doors as widely as possible not only to young students but also to the adult populace at large; (2) to link education with vocation as flexibly as possible so as to ensure free tracking between the two, whenever people want to learn in their own ways; and (3) to expand educational facilities as much as possible to meet the newly emerging educational needs of people who have to adapt themselves to the rapidly changing surroundings of the technological world.
<i>Legal Status:</i>	Distance education institutions are fully supported by 2 laws, 3 presidential decrees and 3 ministerial ordinances as well as several Ministry of Education directions which cover distance education schemes in this country. For instance, the KACU was enacted by the 14th Amended Education Law (Law No. 2,045) to establish an air and correspondence college, as an affiliated school within Seoul National University, by inserting a new Article 114-2 in the existing Education Law and the Presidential Decree No. 6,106, i.e. "Presidential Decree on Establishment of the Korea Air and Correspondence College" enacted on March 9, 1972. The establishment of the Air and Correspondence High Schools was

enacted by Article 107-3 of the Education Law's 18th Amendment (Law No. 2,586 of March 10, 1973) and the promulgation of its enforcing Presidential Decree No.7,008, of January 20, 1974. In addition, in the Social Education Law, there are articles pertinent to the nation's non-formal distance education offering all kinds of social education, adult continuing and further education programmes.

- Aims:* Aims of distance education are stated in the related articles of Education Law: e.g., to provide secondary education to working adults in order to raise the people's overall education level; and by providing opportunities of higher education to those high school graduates who, for various reasons, cannot receive or interrupted their college education.
- Control and Management:* The supervising authority in the operation of distance education programmes in Korea is exercised in two distinctive forms. The administrative power of establishing and supervising formal distance education institutions is exercised exclusively by the statutory bodies i.e. the state or municipalities. The organization and management of non-formal programmes is open to everyong and encouraged by the Social Education Law.
- The KACU is under direct supervision of the Ministry of Education, while all ACHS's are administratively supported by the Provincial Board of Education. Both KACU and ACHS's, however, enjoy free hand in managing and operating their own programmes, except in such areas as the appropriation of the Government budget, or the appointment of full time staff.
- Instructional System:* The methods of teaching and learning employed in ACHS's and KACU reflect the so-called multi-media approach, implying that at present it is the common practice, in both KACU and ACHS, to combine broadcast lectures based on correspondence materials with face-to-face instruction in classrooms at schooling sessions as well as written assignments for comment and marking. But in the case of KACU, the use of audio- and video cassettes produced for an alternative means of broadcast lectures, and the University newspaper, are also available.
- Geographical coverage:* Distance education is provided nation-wide in Korea through 15 administrative units: one Special City (Seoul), five Municipalities (Pusan, Inchon, Daegu, Kwangju and Daejon), and nine Provinces (Kyunggi, Kangwon, Choongbuk, Kyungbuk, Choongnam, Chunbuk, Chunnam, Kyungnam and Jeju, to name from north to south).

<i>Research Activities:</i>	Research activities conducted by the various distance education institutions are not clearly disclosed. For example, the ongoing research projects administered by the KACU Institute of Distance Education cover both institutional and academic research such as (1) Survey on Development and Utilization of Instructional Media for Use of Distance Teaching, (2) Feasibility Study for Course Team Management for ETV Production, and (3) Projection for the Long Term Development Plan of the KACU.
<i>Enrollment and Graduates in Distance Education Programmes:</i>	Enrollment in distance education has been increasing in the four distance education institutions. At the KACU, the yearly admission quota has increased from 12,000 students in 1972 to 49,000 students in 1990. Presently there are approximately 160,000 students or 12% of the total university population in Korea. During 19 years' of its operation, 103,107 graduated; 63,567 have been conferred bachelor degrees and 90% have already been employed. At all of the 52 ACHS, the enrollment rose from 5,800 in 1974 to 35,300 in 1990 making use of existing high schools' facilities for class held every other Sunday. So far, 112,817 students have graduated. At the Korean Standard Association's institution, there are approximately 19,093 part-time students and 70,000 graduates. At the Catholic Doctrine Correspondence Course (CCC), there are more than 120,000 part-time students and 230,000 graduates.
<i>International Affiliation and Cooperation:</i>	Distance education institutions in Korea have close cooperation with the following international organizations: <ol style="list-style-type: none"> 1. Asian Association of Open Universities 2. International Council for Distance Education 3. International Council of Adult Education 4. Asian-South Pacific Bureau of Adult Education 5. International Council for Innovation in Higher Education 6. All Japan Association of Private Universities Correspondence Education 7. National Association of University Continuing Education (U.S.A)
<i>Problems and Constraints:</i>	(1) Shortage of classrooms and qualified teachers, (2) Lack of technical courses, (3) Malfunctioning of interaction, (4) Reluctance to utilize the course-team approach, (5) Limited tutoring service, (6) High dropout rate of 70-90% (at KACU).
LIST OF DISTANCE EDUCATION INSTITUTIONS:	<ol style="list-style-type: none"> 1. Korea Air and Correspondence University (KACU) 2. Korean Educational Development Institute (KEDI): Air and Correspondence High Schools (ACHS) 3. Korean Standard Association (KSA) 4. Catholic Doctrine Correspondence Course (CCC).

KOREA AIR AND CORRESPONDENCE UNIVERSITY

Ministry of Education

INSTITUTIONAL DATA

*Year of
Establishment:* 1972.

Name of Head: **Chang In-Sluk, Ph.D.**
Position: *President*
Address: 169 Dongsung-dong Chongro-ku
Seoul 110-791, KOREA.

Telephone: (02)740-4114

Telex:

Fax: (02)744-5882

Nature of institution: The KACU was first established as an affiliated school within Seoul National University by the 14th Amendment of the Educational Law (Law No. 2,045) on November 15, 1968 and was enacted by a Presidential Decree No. 6,106 "Presidential Decree on Establishment of the Korea Air and Correspondence College" on March 9, 1972. In 1982, it was elevated to the status of an independent single-mode national university serving only one group of home-based students. Presently, there are 5 schools and 16 departments. School of Liberal Arts, there are 4 departments: (1) Korean Language and Literature, (2) English Language and Literature, (3) Chinese Language and Literature, (4) French Language and Literature, School of Social Science, there are 5 departments: (5) Law, (6) Public Administration, (7) Economics, (8) Business Administration, (9) Trade, School of Natural Science, there are also 5 departments: (10) Agricultural Science, (11) Home Economics, (12) Computer Science, (13) Applied Statistics, (14) Health Hygienics, School of Education, there are 5 departments: (15) Education, (16) Early Childhood Education and School of General Education.

Educational levels provided for DE programmes: Four Degree: Undergraduate Programme from 1992.

Titles and levels of DE programmes: Four-Year B.A. Degree Programme from 1992.

Governance: A national establishment.

Objectives: In Article 128-6 of the Education Law, the aims of establishing KACU are (1) to raise the people's overall education level by providing opportunities of higher education to those high school graduates who, for various reasons, cannot receive or have interrupted their college education, (2) to improve the academic and technological proficiency of people who are already engaged in a profession by offering opportunities of further study in major areas of modern science and technology, and (3) to render contribution to the welfare of the nation and society. The objectives of KACU are directed to the following:

1. Expansion of educational opportunity: For expanding educational opportunities for secondary school graduates.
2. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.
3. National development: For achieving an integrated and coherent nation, enhancing the level of education, and helping to build society.
4. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.
5. Life-long recurrent education: For providing self-education and continuous learning opportunity in cultural or technological development for adults after basic education.
6. Compensatory nature: For providing a compensatory education and literacy programs for those who have not received formal basic education.
7. Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.
8. Cost-effectiveness: For providing education at a lower cost than full-time formal education.
9. Teacher Education and Training: For upgrading school teachers' knowledge and skills in new curricula and teaching methods.

Sources of financial support of DE programmes:

Tuition and Fees:

Students are required to pay about US\$70.00 of tuition fees per semester.

Budget:

Approximate annual budget for distance education of the KACU for 1993 was US\$40 million, of which about US\$15.2 million is from the government.

Trends of development of DE resources and activities:

Expanded resources and activities:

1. Financial provision
2. Distance education programmes
3. Local study centers
4. Study materials and textbooks

5. The teaching force
 6. Variety of courses offered
 7. Broadcasting programmes
 8. Audio-visual aids.
- Decreased resources and activities:* None.
- Stable resources and activities:*
1. Face-to-face sessions
 2. Library resources
 3. Computer-mediated Communication.

Trends of enrollment in DE Programs:	Increasing.
Number of current DE students:	180,358 (1992).
Number of annual intake of DE students:	70,000 (1992).
Number of students currently enrolled in each DE level:	Undergraduate: 180,358 (1992).
Number of annual DE graduates:	10,000.
Accumulative number of DE graduates:	115,586.
Components of personnel in DE:	Both full-time and part-time faculty members. The majority of faculty members are full-time employees.
Number of full-time staff:	Academic: 160 Non-academic: 392 Total: 552.
Number of part-time staff:	Academic: 2,500 Non-academic: None Total: 2,500.
Number of Courses and programs:	Number of courses offered: 426. Number of programmes offered: 1 (undergraduate degree program).
Production of teaching materials/media:	1. Teaching materials and media are produced by (1) Professors as content experts, (2)AV specialists (i.e Production Director, technicians).

2. Production of printed materials and AV media: A selected content expert writes the whole textbook and works with AV specialists such as PD for TV programmes and other AV materials.

3. The stages are: (1)Planning: Media selection, objective clarification, content identification; (2) Design: Storyboard writing, text writing (in the case of printed materials), evaluation, and revision; (3) Development: Materials production, editing, revision, completion. There is not formal evaluation activity.

Regional/Study Centers:	Available in the forms of regional centers, local study centers, and cooperating institutions.
<i>Number of regional and local study centers:</i>	Regional Centers: 12. Local Study Centers: 27. Cooperating institutions: 32.
<i>Operators of these centers:</i>	These centers are directly run by the University, but supported by cooperating universities and colleges.
<i>Sources of financial support:</i>	The sole source of financial support is the university budget.
<i>Major functions of these centers:</i>	As a branch college of the KACU, the major function of these centers is to provide schooling sessions and library services.

Overall student Profile:

		<i>Proportion</i>
<i>Age distribution:</i>	<i>Years:</i>	<i>(%)</i>
	Under 21	9.0
	Between 21-30	62.0
	Between 31-40	24.0
	Over 41	5.0
	<u>Total:</u>	<u>100.0</u>

	<i>Sex:</i>	<i>(%)</i>
<i>Gender distribution:</i>	Male	44.5
	Female	55.5
	<u>Total:</u>	<u>100.0</u>

Income Level: Data not available

	<i>Areas:</i>	<i>(%)</i>
<i>Geographical distribution:</i>	Urban	60.0
	Rural	40.0
	<u>Total:</u>	<u>100.0</u>

**Occupational and
Ethnic Composition
of DE Students:**

Ethnic Composition: homogeneous.

<i>Occupational distribution:</i>	(%)
Public official:	18.3
Salaried employees:	34.7
Teachers:	5.1
Bank clerks:	6.5
Others:	21.6
Unemployed:	13.8

Future development:

The KACU has set a 5-year development plan, aiming at:
(1) transforming the total structure of the University into a more lucid and flexible one by modifying the present 5-year degree programmes to 4-year programmes to match those of conventional universities; adjusting its legal status from the monolithic entity which offers only undergraduate courses to a full-fledged university which offers also Master's and Ph.D. courses for advanced studies; and expanding new programmes for non-credit, part-time students as well; (2) striving to further enhance the quality of education by taking such resolute measures as modifying and reorganizing the curriculum content and its structure to befit the special needs of the KACU working students; setting an exemplary model for the nation for the so-called multi-media approach in education; pioneering in arenas of educational technology by introducing such innovative communication systems as the CIA, CATV, ISDN, VAN and the like, into the actual fields of education; and (3) exerting its full efforts in solving and improving immediate problems such as ever increasing difficulties in securing sufficient classroom facilities and teaching staff to operate qualitative schooling sessions, the problems in assessing student achievement which rely too heavily on computer processed marking, the problem of mal-functioning of local study centres, and so forth.

**Major obstacles for
implementing
distance education:**

Low social recognition of distance education.

**Affiliation with
regional and
international DE
organizations:**

AAOU (Association for Asian Open Universities)
ICDE (International Council for Distance Education)
ICIE (International Council for the Innovation of Higher Education).

**PROGRAMMES
OF INSTRUCTION,
MEDIA,
METHODS,
& EVALUATION:**

List of Programmes:
1. Undergraduate Programme.

PROGRAMME I: UNDERGRADUATE PROGRAMME

Level: Undergraduate.

Title of programme: Four-Year Bachelor of Arts (B.A.).

Courses or programmes of instruction:

- Agricultural Sciences:*
 - Agriculture
 - Agricultural engineering
 - Veterinary science
 - Farming.
- Commercial and management studies:*
 - Accountancy/Bookkeeping
 - Administration
 - Business administration
 - Finance
 - Management
 - Banking
 - Trade
 - Marketing
 - Office/Secretarial studies
 - Personnel
 - Industrial relations
 - Public administration.
- Humanities:*
 - Contemporary and cultural studies
 - History
 - Humanities
 - Philosophy
 - Psychology
 - Anthropology.
- Languages and literature:*
 - Linguistics
 - Languages (Korean, English, Modern Chinese, French.)
 - Literature (Korean, Chinese, English, French.)
- Educational Studies:*
 - Curriculum development
 - Educational administration
 - Educational policy analysis and management
 - Educational psychology
 - Child psychology and counseling
 - Pre-school education
 - Elementary education.

Engineering and technology:
 Computer technology, programming.
Medical and Health Sciences:
 Public health and administration
 Health Hygienics.
Mathematics:
 Computing, Computer science
 Mathematical sciences
 Applied Statistics.
Law: Constitution
 Criminal Law
 Civil Law
 Commercial Law.
Social Sciences:
 Economics
 Government and Politics
 Sociology
 Youth and Community studies.
Others:
 Home economics.

Length of course: *Minimum number of study hours per week per course: 2-3 hours.*
Total number of weeks per course: 20 weeks.
Total number of courses making up programmes: 426 courses.

Media and method: *Most dominant:*
 Printed texts
 Audio-cassettes
 Radio
 Television
 Regional services
 Study centers.
Dominant:
 Face-to-face tutoring
 Mail counselling
 Telephone counselling
 Counselling via media
 Practical work.
Least dominant:
 Video-cassettes
 Face-to-face counselling.

Language of instruction: Korean.

Admission requirements: Before entering the distance education programme, the student must have high school diploma or equivalent qualification.

Number of students: 180,358 (1992)

Annual intake of DE students: 70,000 (1992):

Evaluation system:

Continuous assessment: Written assignments for submission
Written intermediary examinations.

Final course assessment: Written final qualifying examinations
Graduation thesis.

Educational and employment arrangements for graduates: None.

Profile of students in this level:

By Educational Background:

Proportion
(%)

Secondary/High school leavers (Ages 16 to 19):	9.0
Others:	91.0
<u>Total:</u>	<u>100.0</u>

By Employment: (%)

Full-time public employees:	23.4
Full-time private employees:	41.2
Others:	35.4
<u>Total:</u>	<u>100.0</u>

By types of career: (%)

In-service trainees (e.g. teachers, nurses):	8.3
Housewives:	39.0
Others:	52.7
<u>Total:</u>	<u>100.0</u>

By gender: (%)

Male:	44.5
Female:	55.5
<u>Total:</u>	<u>100.0</u>

**Acceptance of final
award, certificate,
and degree:**

The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution, but it is considered inferior to that from non-DE institutions for getting a job or promotion.

AIR AND CORRESPONDENCE EDUCATION CENTER KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE (KEDI)

INSTITUTIONAL DATA

<i>Year of Establishment:</i>	1972 (KEDI). 1974 (Distance Education Programme).
<i>Name of Head:</i>	Jong-Ha Han, Ph.D
<i>Position:</i>	<i>President</i>
<i>Address:</i>	92-6, Umyeon-Dong, Seocho-gu Seoul, 137-791, KOREA.
<i>Telephone:</i>	(02) 572-5121
<i>Telex:</i>	
<i>Fax:</i>	(02) 579-4483
Nature of institution:	Government funded research institution with distance teaching program.
Educational levels provided for DE programmes:	Secondary education.
Titles and levels of DE programmes:	Air and Correspondence High School (ACHS): Upper Secondary/High School.
Governance:	A national, educational research institution with distance teaching programmes.
Objectives:	<p>The aims of ACHS are (1) to provide secondary education for working youths and adults who could not receive high school education after graduating middle school, (2) to offer opportunities for further education as a process of life-long education, through distance methods, and (3) to raise standard of academic achievement and realize the equity of educational opportunity for all people. Specifically, the ACHSs are established to meet the following objectives:</p> <ol style="list-style-type: none">1. Expansion of educational opportunity: For expanding educational opportunities for junior secondary school graduates.

2. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.
3. Cost-effectiveness: For providing education at a lower cost than full-time formal education.
4. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.
5. Vocational development: For developing individual career and vocational capacities in order to assist the individual in attaining a place in the economy that he/she desires.
6. Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.
7. Economic development: For collective economic and technical development.
8. National development: For achieving an integrated and coherent nation, enhancing the level of education, and helping to build society.
9. Compensatory nature: For providing compensatory education and literacy programs for those who have not received formal basic education.
10. Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological development for adults after basic education.

Sources of financial support of DE programmes:

Tuition and Fees:

The student pays nominal tuition fee of US\$80.00 per annum.

Budget:

Approximate annual budget of the ACHS for the fiscal year of 1993 was US\$ 883,750.00.

Trends of development of DE resources and activities:

Expanded:

Financial provision
Study materials and textbooks
Variety of courses offered
Broadcast programmes
Audio-visual aids
Telecommunication equipment.

Decreased:

Local study centers
Teaching staff.

Stable:

Distance education programmes
Face-to-face sessions
Courses offered
Broadcast programmes.

Not applicable:
Library resources.

Trends of enrollment in DE Programs:	Increasing until 1987 Decreasing since 1988.
Number of current DE students:	Approximately 20,100 students totally enrolled in 49 public high schools to which the ACHS are attached.
Number of annual intake of DE students:	Approximately 7,600 annually.
Number of students currently enrolled in each DE level:	Upper Secondary Level: 20,100.
Number of annual DE graduates:	Approximately 6,300.
Accumulative number of DE graduates:	Approximately 138,945 graduates since the establishment of DE programmes.
Components of personnel in DE:	Faculty members share their work duties between a conventional high school and the distance education institution.
Number of full-time staff:	Approximately 90.
Number of part-time staff:	Approximately 1,300.
Number of Courses and programs:	Number of courses offered: 29. Number of programmes offered: 1.
Production of teaching materials/media:	1. Teaching materials and media are produced by researchers at KEDI 2. Teaching materials are produced by professors and teachers according to the guideline and direction by KEDI 3. The stages are (1) criteria of development, (2) preparing manuscripts, (3) proof reading and correction, and (4) approval by Ministry of Education.

Regional/Study

Centers: Available at 49 public high schools throughout the country.

*Number of regional
and local study
centers:*

Number of Regional and Local Study Centers: 52.

*Operators of
these centers:*

These centers are supervised by the Local Board of Education and the Principal of each high school.

*Sources of
financial support:*

The sources of financial support are from student tuition fees and financial subsidy from the Local board of education.

*Major functions of
these centers:*

Major functions of these centers are to provide:

1. tutorial sessions
2. counselling services
3. examinations
4. Extra-curricular activities.

**Overall student
Profile:**

Age distribution:

<i>Years:</i>	<i>Proportion (%)</i>
Under 21	34.2
Between 21-30	44.4
Between 31-40	18.0
Between 41-50	3.0
Over 51	0.4
<u>Total:</u>	<u>100.0</u>

Gender distribution:

<i>Sex:</i>	<i>(%)</i>
Male	51.8
Female	48.2
<u>Total:</u>	<u>100.0</u>

Income Level:

<i>Level:</i>	<i>(%)</i>
Top	2.5
Middle	56.2
Bottom	41.3
<u>Total:</u>	<u>100.0</u>

*Geographical
distribution:*

<i>Areas:</i>	<i>(%)</i>
Urban	98.8
Rural	1.2
<u>Total:</u>	<u>100.0</u>

**Occupational and
Ethnic Composition
of DE Students:**

Ethnic Composition: homogeneous.

<i>Occupational distribution:</i>	(%)
Businessmen	28.0
Craftsmen	24.5
Agricultural	2.4
Military	1.0
Nurse	0.4
Government Officials	3.6
Others	19.1
Unemployed	21.0

Future development: Possible distance education development in the next 5-10 years is the expansion of the curriculum to vocational areas.

Major obstacles for implementing distance education:

1. Decrease in enrollment of student.
2. Students lack of passion to study.
3. High ratio of dropouts (about 50%).

Affiliation with regional and international DE organizations: None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programme:
Air and Correspondence High School.

PROGRAMME I: AIR AND CORRESPONDENCE HIGH SCHOOL

Level:	Upper secondary education.
Titles of programmes offered in this level:	High School Certificate Programme.
Courses or programmes of instruction:	General Industry General Commerce Humanities Contemporary and Cultural Studies History: Korean history and World history National Ethics Languages: Korean, English, German, Japanese, Classical Chinese. Literature: Korean literature Fine Art, Art History Music General Technology Chemistry Geological Sciences Physics General Biology and Life Sciences Health Studies General and Advanced Mathematics Economics Geography: Korean geography, World geography Practical Economics Home Economics/Industrial Engineering (Selective 1) Extra-curricula activities Engineering/Commerce/Housekeeping (Selective 1).
Length of course:	<i>Minimum number of study hours per week per course:</i> 1 hours <i>Total number of weeks per course:</i> 52 weeks <i>Total number of courses making up programmes:</i> 29 courses
Media and method:	<i>Most dominant:</i> Radio Weekend schooling (Every other Sunday). <i>Dominant:</i> Printed correspondence texts and auxiliary materials Face-to-face tutoring.

Least dominant:
Tutoring via mail
Telephone counselling.

Language of instruction: Korean.

Admission requirements: Before entering the distance education program, the student must:
1. Have Middle School Certificate
2. Be a citizen of the country.

Number of students: 20,100.

Annual intake of DE students: 7,600 (as of 1993).

Evaluation system:
Continuous assessment:
1. Written assignments for submission
2. Written regular tests
3. Written intermediary examinations
4. Attendance at the local study center.

Final course assessment:
1. Written final examinations
2. Written assignments for submission
3. Record of listening to radio lecture
4. Graduation Examination.

Educational and employment arrangements for graduates: No educational or employment arrangements are provided to students. They can apply for work or college level education.

Profile of students in this level:

By Educational Background:

	<u>Proportion</u> (%)
Complete middle school:	65.8
Secondary/High school leavers (Ages 16 to 19):	34.2
<u>Total:</u>	<u>100.0</u>

<i>By Employment:</i>	(%)
Full-time public employees:	4.6
Full-time private employees:	74.4
Others:	21.0
<u>Total:</u>	<u>100.0</u>

By types of career: Data not available.

<i>By gender:</i>	(%)
Male:	51.8
Female:	48.2
<u>Total:</u>	<u>100.0</u>

Acceptance of final award, certificate, and degree:

The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

CORRESPONDENCE EDUCATION DEPARTMENT KOREAN STANDARD ASSOCIATION (KSA)

INSTITUTIONAL DATA

<i>Year of Establishment:</i>	1962 (KSA). 1977 (Correspondence Education Department).
<i>Names and positions of Heads:</i>	Mr. Sung-Hong Kim <i>President, Korean Standard Association.</i> Mr. Jai-Lyong Kim <i>Chief, Correspondence Education Department.</i>
<i>Address:</i>	5-2, Soonwha-dong, Chung-ku, Seoul, 100-130, KOREA.
<i>Telephone:</i>	(02) 772-3370-3
<i>Telex:</i>	
<i>Fax:</i>	(02) 772-3544
Nature of institution:	Conventional institution with distance teaching department.
Educational levels provided for DE programmes:	1. Self-development/life long education for industrial workers 2. Training: vocational and technical.
Title of DE programmes:	Correspondence Education Programme.
Governance:	An institution administered and run by non-profit organizations.
Objectives:	1. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work. 2. Vocational development: For developing individual career and vocational capacities in order to assist the individual find a place in the economy that he/she desires. 3. Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological developments for adults after basic education. 4. Preservation of trained manpower: For preventing personnel from switching professions after training, as occurs among many graduates

from conventional educational institutions.

5. Cost-effectiveness: For providing education at a lower cost than full-time formal education.

Sources of financial support of DE programmes:

Tuition and Fees:

1. The employer/sponsor who recommends the student to attend distance education pays all tuition expenses for the student.
2. The student pays all tuition expenses by himself/herself for the amount of US\$20.0 per month.
3. In addition to free access to distance education, students are given paid leave from work.

Budget:

Approximate annual budget for distance education for 1990 was US\$1,800,000.

Trends of development of DE resources and activities:

Expanded:

Study materials and textbooks
Variety of courses offered
Face-to-face sessions.

Decreased: None.

Stable:

Distance education programmes
Teaching force
Audio-visual aids.

Not applicable:

Financial provision
Local study centers
Telecommunication equipment
Broadcasting programmes
Library resources.

Trends of enrollment in DE Programs:

Increasing.

Number of current DE students:

Approximately 19,093.

Number of annual intake of DE students:

Approximately 15,279 (from January 1-May 31, 1991).

Number of students currently enrolled in each DE level:

Same as the above.

Number of annual DE graduates:	Approximately 16, 233 (1990).
Accumulative number of DE graduates:	Approximately 70,000 graduates since the establishment of DE programmes.
Components of personnel in DE:	All faculty members are outsiders.
Number of full-time staff:	Academic: None Non-academic: 25 Total: 25.
Number of part-time staff:	None.
Number of Courses and programs:	Number of courses offered: 78. Number of programmes offered: 1.
Production of teaching materials/media:	1. Teaching materials and media are produced by KSA staffs of the Course Development Section and Editing Teams. 2. Teaching materials are from two sources: (1) Foreign texts in collaboration with the Japanese Management Association (JMA), and (2) Domestically written texts by local experts.
Regional/Study Centers:	None.
Overall student Profile:	
<i>Age distribution:</i>	Data not available.
<i>Gender distribution:</i>	Data not available.
<i>Income Level:</i>	Data not available.
<i>Geographical distribution:</i>	Data not available.
Occupational and Ethnic Composition of DE Students:	<i>Ethnic Composition:</i> Homogeneous <i>Occupational distribution:</i> All are industrial workers from top managers to lower-class laborers

Future development: None

**Major obstacles for
implementing
distance education:** None

**Affiliation with
regional and
international DE
organizations:** None

**PROGRAMMES
OF INSTRUCTION,
MEDIA,
METHODS,
& EVALUATION:** List of Programme:
Correspondence Education Programme

PROGRAMME I: CORRESPONDENCE EDUCATION PROGRAMME

Level: Self-development/life long education for industrial workers.

Courses or programmes of instruction:

Commercial and Management Studies:
Accountancy/Bookkeeping
Management
Marketing
Personnel
Industrial relations
Planning
Foreign trade
Sales promotion practice.

Engineering and Technology:
Computer technology, programming
Manufacturing
Industrial engineering
Quality control
Logistics.

Length of course: *Minimum number of self study hours per week per course:* Data not available.

Total number of weeks per course: 12-24 weeks.

Total number of courses making up programmes: 78.

Media and method: *Most dominant:*
Printed correspondence texts
Tutoring via mail
Monthly reports.

Dominant:
Audio-cassettes
Face-to-face tutoring.

Least dominant:
Telephone instruction
Telephone tutoring
Telephone counselling.

Language of instruction: Korean.

Admission requirements:	Before entering the distance education program, the student must get a recommendation from his/her employer.				
Number of students:	97,666 (1977-1991).				
Annual intake of DE students:	19,093 (1990).				
Evaluation system:					
<i>A. Continuous assessment:</i>	1. Written regular tests 2. Written intermediary examinations.				
<i>B. Final course assessment:</i>	1. Written final examinations				
Educational and employment arrangements for graduates:	Students are given the chance of promotion or further education and other personnel rating merits.				
Profile of students in this level:	<p><i>By Educational Background:</i> Data not available.</p> <p><i>By Employment:</i> (%)</p> <table> <tr> <td>Full-time public and private employees:</td><td>100.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table> <p><i>By types of career:</i> Data not available.</p> <p><i>By gender:</i> Data not available.</p>	Full-time public and private employees:	100.0	<u>Total:</u>	<u>100.0</u>
Full-time public and private employees:	100.0				
<u>Total:</u>	<u>100.0</u>				
Acceptance of final award, certificate, and degree:	No. But the certificates are accepted by employers for promotion of their personnel.				

CATHOLIC DOCTRINE CORRESPONDENCE COURSE

INSTITUTIONAL DATA

*Year of
Establishment:* 1954, October 16.

Name of Head: **Rev. In-Young Kim**
Position: *Director*
Address: P.O. Box 5234
Seoul, KOREA 100-652

Telephone: (02) 275-0692
Telex:
Fax: (02) 277-4492

Nature of institution: Distance teaching only.

**Educational levels
provided for
DE programmes:** For students of all levels.

**Title of DE
programmes:** Religious Education (catholic doctrines).

Governance: A non-distance education institution administered and run by non-profit organizations offering a distance education programme.

Objectives: The CDCC aims to provide the opportunity for people who do not have time to participate in regular religious course held in parishes to know the Catholic doctrine. Thus, the objective is for *religious and moral awareness*.

**Sources of financial
support of DE
programmes:** *Tuition and Fees:*
Distance education is free. Funds are from subsidies/donations from private persons, bodies, or foundations.

Budget:
Approximate annual budget for distance education of this institution for 1993 was US\$300,000.

Trends of development of DE resources and activities:	<p><i>Expanded:</i> Financial provision Distance education programmes Telecommunication equipment Audio-visual aids.</p> <p><i>Decreased:</i> None.</p> <p><i>Stable:</i> Study materials and textbooks Teaching staff Variety of courses offered Broadcasting programmes.</p> <p><i>Not applicable:</i> Face-to-face sessions Library resources.</p>
Trends of enrollment in DE Programs:	Stable.
Number of current DE students:	Approximately 1,200 students per month.
Number of annual intake of DE students:	Approximately 23,000.
Number of students currently enrolled in each DE level:	Not applicable.
Number of annual DE graduates:	Approximately 8,000.
Accumulative number of DE graduates:	Data not available.
Components of personnel in DE:	All staff members are full-time non-academic employees.
Number of full-time staff:	Non-academic: 10. Total: 10.
Number of part-time staff:	None.
Number of Courses and programs:	Number of course offered: 1. Number of programme offered: 1.

Production of teaching materials/media: Teaching materials and media are produced by Catholic Episcopal Conference of Korea and the staff.

Regional/Study Centers: No regional or local study centers.

Overall student Profile:	<i>Years:</i>	<i>Proportion (%)</i>
<i>Age distribution:</i>	Under 21	6.0
	Between 21-30	34.0
	Between 31-40	29.0
	Between 41-50	12.0
	Between 51-60	4.0
	Over 61	1.0
	No data	14.0
	<u>Total:</u>	<u>100.0</u>

<i>Gender distribution:</i>	<i>Sex:</i>	<i>(%)</i>
	Male	60.0
	Female	40.0
	<u>Total:</u>	<u>100.0</u>

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* Homogeneous.
Occupational distribution: Data not available.

Future development: Since 1993 the new textbook has been used.

Major obstacles for implementing distance education: Passive and negative response from parish priests

Affiliation with international DE organizations: None

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION: List of Programme:
Religious Education

PROGRAMME I: *RELIGIOUS EDUCATION PROGRAMME*

Level:	For people of all levels Primary (for adults) Secondary (for adults) Pre-degree Diploma/Certificate First Degree Postgraduate Training.
Courses or programmes of instruction:	<i>Humanities:</i> Religious Education.
Length of course:	<i>Minimum number of study hours per week per course:</i> 2-3 hours. <i>Total number of weeks per course:</i> 12 weeks. <i>Total number of courses making up programmes:</i> 1 course.
Media and method:	<i>Most dominant:</i> Printed texts. <i>Least dominant:</i> None.
Language of instruction:	Korean.
Admission requirements:	Before entering the distance education program, the student must meet a minimum age of 18. They should visit their parish priest and attend Sunday mass.
Number of students:	23,000 students a year.
Annual intake of DE students:	8,000.
Evaluation system:	
<i>A. Continuous assessment:</i>	1. Written assignments for submission 2. Written regular tests

B. Final course assessment: The course is completed when the student submit the last paper.

Educational and employment arrangements for graduates: Not applicable

Profile of students in this level:

By Educational Background: Proportion

	(%)
First degree:	6.0
Higher degree:	35.0
Others:	59.0
<u>Total:</u>	<u>100.0</u>

By Employment: (%)

Full-time public employees:	17.0
Full-time private employees:	42.0
Others:	41.0
<u>Total:</u>	<u>100.0</u>

By types of career: (%)

In-service trainees (e.g. teachers, nurses):	7.0
Housewives:	-
Retired:	16.0
Others:	73.0
<u>Total:</u>	<u>100.0</u>

By gender: (%)

Male:	60.0
Female:	40.0
<u>Total:</u>	<u>100.0</u>

Acceptance of final award, certificate, and degree:

Data not available